

*Placed at the meeting of  
Academic Council  
held on .26. 03.2018*

**APPENDIX — BW  
MADURAI KAMARAJ UNIVERSITY  
(University with Potential for Excellence)**

**M.A. ENGLISH - SEMESTER**

**REVISED SYLLABUS  
(EFFECT FROM THE ACADEMIC YEAR 2018-2019 ONWARDS)**

**SCHEME OF EXAMINATIONS AND REGULATIONS**

**1. Introduction of the Programme**

M.A English programme is expected to be highly beneficial to the student community in the present job market as this programme introduces new innovative ideas coupled with soft skill training and communicative skill oriented curricula to cater to the current needs of the students while going for jobs in Govt services / Public undertaking institutions / organizations . As there is huge demand for English staff / professionals, this course is designed in such a way to stimulate interest in the minds of the students to pursue their studies with interest and dedication. This course will definitely prove to be an effective tool or asset for those who are preparing for Net / SET/ UPSC/TNPSC examinations and other competitive examinations for career opportunities.

**2. Eligibility for admission**

A candidate with a pass in B.A English Major / a pass in Part-II English Paper of B.A, B.Sc Degree ( 4 semesters ) or any other equivalent degree accepted by Madurai Kamaraj University except B.Com / B.B.A / B.A Economics students.

**2.1 Duration of the Programme : 2 Years**

**2.2 Medium of instruction : English**

**3. Objectives of the Programme**

1. To develop and enhance communicative skills
2. To enable the students to apply innovative methods like Peer Teaching and ICT Learning aspects.
3. To enable the students to prepare themselves for all competitive examinations during the course of their study
4. To learn the innovative methods of learning and teaching so as to become useful to the society.
5. To prepare them to pursue research in the chosen areas of Literature and Criticism.

#### **4. Outcome of the Programme**

The syllabi for M.A English has been designed in such a way that the students, when they go out, will be capable of facing the competitive situation prevailing now and getting placement in Govt. Institutions and Public Undertaking Organizations.

#### **5. Core Subject Papers**

M.A English programme consists of the following number of papers. The following are the various categories of the courses suggested for the M.A English programme:

Core Subjects (CS) — 16,

Elective Subjects (ES) — 4, S

Non Major subject Elective Q\IMSE) — 4.(For other major students )

#### **6. Subject Elective Papers**

The University shall provide all information related to the Elective Subject in M.A English to all the students so as to enable them to choose their Elective Subjects in each semester. The list of elective Papers in each semester is displayed under the Programme structure.

#### **7. Non — Major Subject Elective Papers**

The University shall provide all information relating to the Non-Major Elective Subject which is related to competitive examinations / Enhancement of Communicative Skill in M.A English, to all the students so as to enable them to choose their Elective Subjects in third semester. The list of elective Papers of third semester is displayed under the Programme structure.

#### **8. Unitization**

Each subject contains five units which are interrelated each other. Not only core subjects, but elective and non-major elective also contain the same.

#### **9. Pattern of Semester Exam**

Internal	-	25 Marks
External	-	75 Marks
<b>Total</b>	-	<b>100 Marks</b>

#### **10. Scheme for Internal Assessment**

For the M.A English Degree, the internal assessment marks will be given as below

Tests	-	10 Marks (average of the best two tests)
-------	---	--

Assignment	-	5 Marks
Seminar/ Group Discussion	-	5 Marks
Peer-Team-Teaching	-	5 Marks
<b>Total</b>	-	<b>25 Marks</b>

## 11. External Exam

- There shall be external examinations at the end of each semester, odd semesters in the month of October / November and even semesters in April / May.
- A candidate, who has not passed the examination, may be permitted to appear in such failed subjects in the subsequent examinations to be held in October / November or April / May. A candidate should get registered for the first semester examination. If registration is not possible, owing to shortage of attendance beyond condonation limit / regulation prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after the completion of the programme.
- Students must have earned 75% of attendance in each course for appearing for the examination. Students who have earned 74% to 70% of attendance have to apply for condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance have to apply for condonation in the prescribed form with the prescribed fee alongwith the Medical Certificate.
- Students who have below 60% of attendance are not eligible to appear for the examination. They shall re-do the semester(s) after the completion of the programme.
- The results of all the examinations will be published through the controller of examination where the students underwent the course as well as through University Website. In the case of private candidates, the results will be published through the Controller of examination in which they took the examinations as well as University Website.

## 12. Question Paper Pattern

### Part — A

Ten questions (No choice) 10 x 1 = 10 marks

Two questions from each Unit (Objective type questions)

### Part — B

Five questions (either or type) 5 x 7 = 35 marks

One question from each unit

## Part — C

Three questions out of five

3 x 10 = 30 marks

One question from each unit

### 13. Scheme of Evaluation

The performance of a student in each course is evaluated in terms of percentage of marks with a provision of conversion to grade points. Evaluation of each course shall be done by a continuous internal assessment by the concerned Course Teacher as well as by an end semester examination and both will be consolidated at the end of the course.

A mark statement with

$$CCPA = \frac{\sum (\text{Marks} \times \text{Credits})}{\sum (\text{Credits})}$$

where the summations cover all the papers appeared up to the current semester.

### 14. Passing Minimum

A candidate passes the M.A English by scoring a minimum of 50% (internal + external) in each paper of the course. No minimum marks for internal assessment. External minimum for external assessment is 45% i.e., 34 out of 75.

#### a. Classification:

S.NO	Range of CCPA	Class
1	50 & above but below 60	II
2	60 & Above	I

### 15. Model Questions

One Model question paper is displayed at the end of the regulation.

### 16. Teaching Methodology

Each subject is designed with lectures/ tutorials/ seminar/ Peer-Team-Teaching / PPT presentation/ assignments etc., to meet the effective teaching and the learning requirements.10 % of the course content must be taught through peer team teaching methodology.

### 17. Text Books

List of all the text books is quoted at the end of the syllabus of each subject.

## 18. Reference Books

The list of all the reference books is followed by the list of text books. This list contains at least two books for each subject.

## 19. Retotaling and Revaluation Provision

Candidates may apply for retotaling and revaluation within ten days from the date of the result published in the university website along with the required forms and fees.

## 20. Transitory provision

The candidates of previous scheme may be permitted to write exams in their own schemes up to the examinations of April 2020 as a transitory provision.

## 21. Subjects and Paper related websites

All the subject details along with syllabus may be downloaded from the university website [www.mkuniversity.org](http://www.mkuniversity.org)

### M.A.Br.VII (B) English

Major Subjects	: No. of Papers	16	64 Credits
Elective-Major Subject (Including Project)	: No. of Papers	4	16 Credits
Non-Major Subject	:	4	10 Credits

### Semester I

Subject	External Examination Marks	Internal Examination Marks	No. of Credits	No. of Hours
Chaucer to Marvel	75	25	4	6
Shakespeare	75	25	4	6
American Literature	75	25	4	6
Introduction to Comparative Literature	75	25	4	6
	75	25	4	6
SSS Course (English for Career Communication - Level-I)	75	25	2	6

## Semester II

<b>Subject</b>	<b>External Examination Marks</b>	<b>Internal Examination Marks</b>	<b>No. of Credits</b>	<b>No. of Hours</b>
The Augustan Age	75	25	4	6
The Romantic Age	75	25	4	6
The Victorian Age	75	25	4	6
Canadian Literature	75	25	4	6
	75	25	4	6
SSS Course (English for Career Communication - Level-II)	75	25	2	6

## Semester III

<b>Subject</b>	<b>External Examination Marks</b>	<b>Internal Examination Marks</b>	<b>No. of Credits</b>	<b>No. of Hours</b>
Indian Writing in English	75	25	4	6
Study of English and English Language Teaching	75	25	4	6
Twentieth Century Literature	75	25	4	6
Literary Criticism	75	25	4	6
	75	25	4	6
SSS Course (English for Effective Oral Communication - Level-I)	75	25	2	6

## Semester IV

<b>Subject</b>	<b>External Examination Marks</b>	<b>Internal Examination Marks</b>	<b>No. of Credits</b>	<b>No. of Hours</b>
New Literature in English	75	25	4	6
Translation: Theory & Practice	75	25	4	6
Research Methodology	75	25	4	6
Project	75	25	4	6
Introduction to Modern Drama (or) Modern Fiction	75	25	4	6
SSS Course (English for Effective Oral Communication - Level-I)	75	25	2	6

## 1. ELECTIVE MAJOR SUBJECT

Subject	External Examination Marks	Internal Examination Marks	No. of Credits	No. of Hours
<b>Semester I</b> Practical English Grammar (or) Literature and Psychology	75	25	4	6
<b>Semester II</b> Indian Diasporic Fiction (or) Women's Writing	75	25	4	6
<b>Semester III</b> English for Competitive Examinations (or) English for Success	75	25	4	6
<b>Semester IV</b> Introduction to Modern Drama (or) Modern Fiction	100 Marks		4	6

## NON – MAJOR SUBJECT

Subject	External Examination Marks	Internal Examination Marks	No. of Credits	No. of Hours
<b>Semester I</b> SSS Course	75	25	10	6

**Total 90 Credits    120 hrs.**

### Common Syllabus

#### M.A English PG Course from 2018 - 19 onwards

#### I Semester

<b>Chaucer to Marvel</b>	<b>4 credits</b>
<b>Shakespeare</b>	<b>4 credits</b>
<b>American Literature</b>	<b>4 credits</b>
<b>Introduction to Comparative Literature</b>	<b>4 credits</b>
<b>Practical English Grammar (or) Literature and Psychology</b>	<b>4 credits</b>
<b>SSS Course (English for Career Communication - Level-I)</b>	<b>2 credits</b>

#### II Semester

<b>The Augustan Age</b>	<b>4 credits</b>
<b>The Romantic Age</b>	<b>4 credits</b>
<b>The Victorian Age</b>	<b>4 credits</b>

<b>Canadian Literature</b>	<b>4 credits</b>
<b>Indian Diasporic Fiction (or) Women's Writing</b>	<b>4 credits</b>
<b>SSS Course (English for Career Communication Level-II)</b>	<b>3 credits</b>

**III Semester**

<b>Indian Writing in English</b>	<b>4 credits</b>
<b>Study of English and English Language Teaching</b>	<b>4 credits</b>
<b>Twentieth Century Literature</b>	<b>4 credits</b>
<b>Literary Criticism</b>	<b>4 credits</b>
<b>English for Competitive Examinations (or) English for Success</b>	<b>4 credits</b>
<b>SSS Course (English for Effective Oral Communication- Level-I)</b>	<b>2 credits</b>

**IV Semester**

<b>New Literatures in English</b>	<b>4 credits</b>
<b>Translation: Theory &amp; Practice</b>	<b>4 credits</b>
<b>Research methodology</b>	<b>4 credits</b>
<b>Project</b>	<b>4 credits</b>
<b>Introduction to Modern Drama (or) Modern Fiction</b>	<b>4 credits</b>
<b>SSS Course (English for Effective Oral Communication»-Level-II)</b>	<b>3 credits</b>

**Total Number of Credits**

-----  
**90 credits**  
-----



## SEMESTER — III

### PAPER - I - INDIAN WRITING IN ENGLISH (CORE)

(4 CREDITS)

#### Courseware

#### Objectives - This paper is designed

1. To lay emphasis on a wide variety of Indian authors who are poets and playwrights.
2. To introduce the students to a cross-section of Indian authors who deal with themes like nature, love, beauty and even religious history.
3. To highlight the Indian religious and philosophical background and make the students familiar with them.

#### UNIT – I

Rabindranath Tagore	: Gitanjali (First five pieces)
Toru Dutt	: The Lotus
	: Our Casuarina Tree
	: Lakshman
Sarojini Naidu	: The Soul's Prayer
Sri Aurobindo	: Rose of God, God

#### UNIT – II

Nissim Ezekiel	: Marriage
	: Enterprise
	: Night of the Scorpion
Kamala Das	: An Introduction
	: My Grand Mother's House.
	: The Old Playhouse
A.K. Ramanujan	: A River
	: A Self Portrait
K.N. Daruwalla	: The Mistress
	: Ruminations
Jayanta Mahapatra	: Slum Evening Landscape by the River
Meena Alexander	: Natural Difficulties

#### UNIT – III

Jawaharlal Nehru	: The Discovery of India (5 Chapters)
------------------	---------------------------------------

Mahatma Gandhi : My Experiments with Truth (5 Chapters)  
Dr. S. Radhakrishnan : On Education  
: On Literature  
: Moral Principles of Civilization

#### **UNIT – IV**

Kiran Desai : Inheritance of Loss  
Amitav Ghosh : Shadowlines  
Bharati Mukhejee : Wife  
Solomon Rushdie : Midnights Children  
Jhumpa Lahiri : Interpreter of Maladies

#### **UNIT – V**

Vijay Tendulkar : Silence! The Court is in Session  
Mahesh Dattani : The Dancing Man

#### **Recommended Reading**

1. The Coronation of English Selections- Senior by J.F.Thaddacus, G.Paul&Co, Educational Publishers, Madras
2. Twenty five Indian Poets in English ed by K S Ramamurthi, Macmillan India Ltd, Madras.
3. Contemporary Indian English Poetry- An Anthology ed. by L H Rizvi
4. The Lotus and the Rose — An Anthology of Indian Writing in English- Poetry: Anand Kumar Raju ed. Blackie Books Madras.
5. The Best Order (Poems) ed by Nisim Ezekiel, Macmillan India Ltd, Madras.
6. The Present Crisis of Faith by Dr. S Radhakrishnan, Orient Paper Backs, A Division of Vision Books and Pvt. Ltd, Delhi.
7. C.D.Narasimhaiah- An Anthology of Commonwealth Poetry Chennai: Trinity Press, 2016

## **SEMESTER — III**

### **PAPER – II - STUDY OF ENGLISH AND ENGLISH LANGUAGE TEACHING (CORE)**

**(4 CREDITS)**

#### **Courseware**

#### **Objectives:**

1. To enable the students to analyze the English grammatical structure of English Language Teaching
2. To introduce the students to the rules of English Phonetics with a View to making them speak English with correct accent and pronunciation
3. To teach the students to learn phonemic transcription which will help them read and speak English fluently and accurately

#### **UNIT – I ENGLISH GRAMMAR**

Noun Phrase Structure

Verb Group Structure

Tense and Modals

Basic Predicate Phrase Patterns

#### **UNIT – II ENGLISH PHONETICS**

Classification and description of English speech sounds

Word accent

Sentence stress

Intonation patterns

#### **UNIT – III HISTORY OF THE ENGLISH LANGUAGE**

Indo European family of Languages

Word making

Changes in meaning of words

American English

#### **UNIT – IV ENGLISH LANGUAGE TEACHING**

Trends in English Language Teaching

Communicative Approach — Learning Vs Acquisition —

Communicative Competence — Preparation of teaching aids —

Planning the lesson — Literature and Language Teaching —

Teaching Poetry, Prose

## UNIT – V

Behaviourists, cognitivists, psycholinguists and their relevance to language teaching, .  
Teaching poetry, teaching prose, teaching grammar and composition  
Testing and Evaluation

### Recommended Reading:

- A. Homby. A Guide to Patterns & Usage in English} London: OUP, 1977.
1. Barbara Strang. Modern English Structure. London: Methuen, 1977.
2. Daniel Jones. An Outline of English Phonetics. New Delhi: Kalyani Publishers, 1987.
3. F.T.Wood. Outline History of the English Language. Madras: Macmillan, 1979.
4. Gimson. An Introduction to the pronunciation of English. London: ELBS and Edward Arnold, 1980.
5. John Laver. Principles of Phonetics. London: CUP, 1994.
6. N.Krishnaswamy, s.k.Venna & M.Nagarajan, Modern Applied Linguistics, Chennai: Trinity press, 2014.
7. Randolph Quirk and Sidney Greenbaum. A University Grammar of English. Hong Kong: Longman, 1977.
8. R.K.Bansal. Introduction of English Language Teaching Vol.2. London: OUP,1978.
9. R.N.Gosh, H.N.L.Sastri & B.K.Das: Introduction to the English Language Teaching Vol.3.London: OUP, 1977.
10. T.Balasubramanian. English Phonetics for Indian Students. Chennai: Trinity Press, 2017 .
11. Lalitha Ramamuithi — A History of English language and Elements of Phonetics Chennai: Trinity Press, 2017

## SEMESTER — III

### PAPER -III -TWENTIETH CENTURY LITERATURE (CORE)

(4 CREDITS)

#### Courseware

#### Objectives:

1. To make the students study the texts applying the principles learned from the critical tradition.
2. To help the students assess their value for the human mind and
3. To make choices in life after reading literature

## UNIT – I

Yeats, W.B.	: Among School Children, Sailing to Byzantium, Byzantium,
Eliot, T.S.	: The Waste Land
Rosenberg, Isaac	: Break of Day in the Trenches, Dead Man's Dump
Lawrence, D.H.	: Snake

## UNIT – II

Wilfred Owen	: Futility, Strange Meeting
W.H. Auden	: The Unknown Citizen
Philip Larkin	: Church Going

## UNIT – III

T.S. Eliot	: Tradition and Individual Talent, Metaphysical Poets
F.R. Leavis	: Literary Criticism and Philosophy
I.A. Richards	: Chapters IV to VII from Principles of Literary Criticism
George Orwell	: Politics and English Language

## UNIT – IV

Virginia Woolf	: Dollaway
D.H. Lawrence	: St. Matyr
Joseph Conrad	: Heart of Darkness
William Golding	: The Lord of the Flies
Doris Lessing	: To Room Nineteen

## UNIT – V

J.M. Synge	: Riders to the Sea.
T.S.Eliot	: The Murder in the Cathedral

## Recommended Reading

1. **The Pelican Guide to English Literature**, Ed. By Boris Ford, Vol.7 and 8, Harmondsworth (1970): Penguin Books Ltd.,
2. Jeffares, Norman: **W.B. Yeats: The Critical Heritage**
3. T.S. Eliot (1932): **Selected Essays. London: Faber and Faber.**
4. Unterecker, John (1959): **A Reader's Guide to William Butler Yeats** ( repr. 1971)

5. Bermet, Joan (1964): **Virginia Woolf. Her Art as a Novelist**, London, Cambridge University Press.
6. Lee, Hermoine (1977): **The Novels of Virginia Woolf**, London, Methuen Co. Ltd.,
7. Apter, T.E. (1979): **Virginia Woolf. A Study of Her Novels**, London, Macmillan Press.
8. Tyndall, William York (1971): **Reader's Guide to James Joyce**, London, Thames and Hudson, rep..
9. Mac Cabe, Colin (ed.) (1982): **James Joyce: New perspectives**, Sussex, The Harvester Press.
10. Rudd, Margaret: **Divided Image: A Study of William Blake and Yeats**.
11. F.R. Leavis (1976): **The Common Pursuit**. London: Penguin Books.
12. Leavis, F.R. (1955): **D.H. Lawrence: Novelist**. London: Penguin Books,
13. Leavis, F.R. (1948): **The Great Tradition**, Harmondsworth: Penguin Books
14. Leavis, F. R. (1937): "**The Recognition of Isaac Rosenberg**" in *Scrutiny*, no.2 vol.1.
15. Leavis, F. R. (1976): **Thought, Words and Creativity: Art and Thought in Lawrence**. London: Chatto & Windus, August
16. Buckley, Vincent (1959): **Poetry and Morality: Studies on the Criticism of Mathew Arnold, T.S.Eliot and F.R. Leavis** — London: Chatto and Windus.
17. Harding, H.W (1963): **Experience into Words**, Penguin Books.
18. Crankshaw, Edward (1976): **Joseph Conrad: Some aspects of the art of the novel**. London: Macmillan.
19. Leavis, Q.D. (1967): **Fiction and the Reading Public**, Chatto and Windus
20. Speirs, Jolm (1971): **Poetry towards Novel**, Faber and Faber, London.
21. Leavis, F.R. and Thomson: **Culture and Environment: The Training of**
22. Denys (1933) **Critical Awareness**. London: Chatto and
23. Windus,
24. Roberts, Michael ed. (1936): **The Faber Book of Modern Verse**. Faber and Faber.

## SEMESTER — III

### PAPER —IV- LITERARY CRITICISM (CORE)

(4 CREDITS)

#### Courseware:

#### Objectives:

1. To acquaint the students with the major concepts and theories in modern literary criticism and theory (from Structuralism to Post-Colonialism & Post Modernism )
2. To hone their critical, analytic skills which will help them to study and appreciate literary texts in a better way
3. To help the students to evaluate the texts rather critically applying critical theories.

#### UNIT – I

##### Introduction to Literary Criticism and key Terms

1. Reader Response Criticism
2. Archetypal Criticism
3. Feminist Literary Criticism
4. Modernism and Post Modernism
5. New Historicism

#### UNIT – II

Aristotle	- Poetics
Sigmend Freud	- Interpretation of Dreams
M.H.Abrams	- Orientation of Critical Theories

#### UNIT – III

Cleanth Brooks	- The Language of Paradox
Roland Barthes	- Death of the Author
Terry Eagleton	- Capitalism, Modernism and Post Modernism

#### UNIT – IV

Peter Barry	- Beginning Theory (First 6 Chapters)
Saussure	- Signs of the Fathers
John Goods	- Sue Bridehead and the New Woman

## **UNIT – V**

Elaine Showalter	- Towards Feminist Poetics
Gayatri Spivak	- Can the Subaltern Speak?

### **Recommended Reading**

1. Bemiet, Andrew and Royale, Nicholas, An Introduction to Literature Criticism and Theory, Prentice Hall, 1999.
2. Berten, Hans, Literary Theory: The Basics, Routledge, 2001.
3. Eagleton, Terry, Literary Theory An Introduction, Blackwell, 1996.
4. Boume, George: The Change in the Village, 1912. London: Gerald Duckworth, 1955.
5. David Moody (ed.): Cambridge Companion to T.S. Eliot, New York: Cambridge Press, 1994.
6. Leavis, F.R., “Mass Civilization and Minority Culture”, Education and University: A Sketch for an ‘English School’, London: Chatto and Windus, 1948.
7. Williams, Ramond. Culture and Society: 1780-1950, London: Penguin Book. 1963.

## **SEMESTER — III**

### **PAPER-V- ENGLISH FOR COMPETITIVE EXAMINATIONS (ELECTIVE)**

**(4 CREDITS)**

#### **Courseware**

#### **Objectives**

This paper is designed

1. To acquaint the students with the correct rules for sentence — building.
2. To make the students familiar with the use of right words in the formation of sentences.
3. To make the students become eligible to appear for competitive examinations.
4. To prepare students for various competitive examinations conducted by recruiting agencies for employment and career advancement. .

## **UNIT – I**

Vocabulary Enrichment

Synonyms and Antonyms

Words Often Confused and Misused

Group Discussions and Interviews

## **UNIT – II**



Writing Skills: Paragraph writing  
Report writing V  
Jumbled sentences  
Paragraph Writing

### **UNIT – III**

Writing Skills: Resume Writing  
Letter Writing  
Precis Writing  
One- Word Substitution

### **UNIT – IV**

Reading Comprehension  
Oral skills  
Conversational English  
Correction of Sentences

### **UNIT – I**

Communicative Skills  
Body Language  
Letter Writing  
Synthesis of Sentences

### **Recommended Reading:**

1. David Green, Contemporary English Grammar Structures and Composition, Madras: Macmillan India Ltd., 1971.
2. A.E. Augustine and K.V. Joesph, Macmillan Grammar: A Handbook, Madras: Macmillan India Ltd., 1987.
3. C.E. Eckersley and I.M. Eckersley, A Comprehensive English Grammar for Foreign Students, London: Longman Group Ltd., 1960.
4. J.B. Heaton and J.P. Stocks, Overseas Students' Companion to English Studies, London: Longman Group Ltd., 1966.
5. M.A. Pink and S.E. Thomas, English Grammar: Composition and Correspondence, Delhi: S. Chand and Company Ltd., 1970.
6. Michael Veloo, Practical Hints on Preposition, -New Delhi: S. Chand and Company Ltd., 1975.
7. R.N. Goel, Use the Right Word, India: Vohra Publishers & Distributors, 1995.
8. N. Krishnaswamy, Modern English — A Book of Grammar, Usage and Composition, Madras: The Macmillan India Ltd., 19

9. Dr. B. Syamala Rao. A handbook of English for competitive examinations, Blackie books , 2003.
10. G Radhakrishnan Pillai, English for Success Emerald publishers, Chennai, 2003
11. Best, Wilfred, D.(2002) The students Companion,. New Delhi: HarperCollins Publisher, India Pvt Ltd.
12. Mohan, Krishna and N.P.Singh (1995) Speaking English Effectively, New Delhi Macmillan India ltd.
13. Mohan Krishna and Meera Banerjee (1995) Developing Communication Skills, NewDelhi: Macmillan India ltd.
14. Redman, Stuart(1999) English Vocabulary in use, Cambridge University Press
15. Thorpe Edgar and Showick Thorpe (2003) Objective English : Singapore:Pearson Education (Singapore) pvt. ltd.. L
16. R.P.Bhatnagar --- English for Competitive Examinations -3" Edition Chennai: Trinity Press , 2017

**(OR)**

**SEMESTER — III**

**PAPER - V- ENGLISH FOR SUCCESS (ELECTIVE)**

**(4 CREDITS)**

**Courseware:**

**Objectives:**

1. To introduce students to the usage of Modern English Grammatical Structure in sentence formation and vocabulary — building
2. To make the students understand clearly use of right words and to avoid unnecessary & superfluous words in sentence making
3. To help the students understand and prepare properly for competitive examinations and career development

**UNIT – I**

Vocabulary Enrichment — Word List

Words often confused

Synonyms

Antonyms

## **UNIT – II**

Choice of Words  
Right Words at the Right time  
Use of Idioms in Writing  
Use of Phrasal Verbs

## **UNIT – III**

Analogy Questions  
English for Advertisements  
Writing & Minutes  
Preparing Agenda

## **UNIT – IV**

Debate  
Group Discussion  
Resume Writing  
Report Writing

## **UNIT – V**

Grammar Learning: Articles, Tenses, Concord & Preposition  
Spotting Errors  
Coherence  
Letter Writing & Reading Comprehension

### **Recommended Reading:**

1. Anand Mahanand — Literature for Language Skills Chemiaiz Yes Dee Publishing Pvt Ltd, 2017
2. Krishna Mohan / Meera Banerji — Developing Communication Skills Chermal: Trinity Press, 2017
3. R.P.Bhatnagar — English for Competitive Examinations Chemiai : Trinity Press, 2017.

**SEMESTER — III**

**(SSS COURSE)**

**ENGLISH FOR EFFECTIVE ORAL COMMUNICATION-LEVEL-I**

**(2 CREDITS)**

**UNIT – I**

Introduction to Oral Communication  
Making Dialogues meaningful and Effective  
Enhance and Empower  
Just a Minute

**UNIT – II**

Concept of Time  
Making of Time Management  
Time Management in Groups  
Motivation and motivating others

**UNIT – III**

Telephonic Interviews  
Debate  
Public Speaking  
Oral Communication

**UNIT – IV**

Interpersonal Skills  
Dealing with Criticism  
Managing Conflict  
Communicating Assertively

**UNIT – V**

Decision-Making: An Introduction  
Decision-Making Process  
Decision-Making Strategies  
Creativity in the Process of Decision-Making

**Recommended Reading:**

Saraswathi,V. & Revathi Viswanathan, Soft Skills for Career Communication

Samy, Antony K.S & Joseph Chandra, Soft Skills and Personality Development

**SEMESTER — IV****PAPER-I- NEW LITERATURES IN ENGLISH (CORE)****(4 CREDITS)****Courseware****Objectives**

1. To introduce the students to the colonial and postcolonial texts
2. To enable them to see the perceptions and complexities of human experience and the endless debate going on about the effects of colonialism

**UNIT – I**

Edward Said

: Introduction and Afterword: Orientalism.

: Introduction and The First Chapter From The Empire Writes Back: Theory and Practice in Post-Colonial Literatures.

Chinua Achebe

: My Home Under Imperial Fire From Home and Exile

**UNIT – II**

Wole Soyinka

: Telephone Conversations

Gabriel Okara

: Once Upon a Time

Derek Walcott

: A Far Cry from Africa, Ruins of a Great House

: A Sea-Chantey

**UNIT – III**

Yasmine Goonaratne

: True was a Country, On an Asian Fallen Among American Translators.

Razia Khan : My Daughter's Boy friend, The Monstrous Biped  
Judith Wright : Woman to Man, Typists in the Phoenix Building  
Catherine Mansfield : The Man with the Wooden Leg  
Margaret Atwood : Journey to the Interior

#### **UNIT – IV**

Wole Soyinka : The Lion and the Jewel

#### **UNIT – V**

Sam Selvan : Those Who Eat Me Cascadura  
J .M.Coetzee : Disgrace  
Chinua Achebe : Things Fall Apart  
Nadine Gordimer : July's People  
Ngugi Wa Thiong'o : Weep not, Child

#### **Recommended Reading:**

1. Ashcroft, Bill et al. (1989): The Empire Writes Back: Theory and Practice in Post-Colonial Literatures. London: Routledge.
2. Appiah, Kwame Anthony: (1996) and Henry Louis Gates Alfred A. Knopf.Jr., eds. : The Dictionary of Global Culture. New York
3. Bait Moore - Gilbert (1977): Post Colonial Theory: Contexts, Practices, Politics, Verso, London, rept.
4. Ania Loomba (1998) ): Colonialism/Post Colonialism, Routledge, London.
5. Ashcroft, Bill, Gareth Griffiths and Helen (1998): Key Concepts in Post-Colonial Studies. London and New York: Routledge.
6. H. Carby (1985): The Empire Strikes Back: race and Racism in 70's Britain. London: Hutchinson
7. Bill Ashcroft and Edward Said. London: Routledge. Pal Ahuwalia (1999)
8. Gowri Viswanathan (2002) Masks of Conquest, Delhi: Oxford University Press.
9. Narasimhaiah, C.D. (ed) (1990): An Anthology of Commonwealth Poetry, Madras, Macmillan.
10. Elleke, Boehmer (2005): Colonial and Post Colonial Literature, New York, Oxford University Press .

## SEMESTER — IV

### PAPER-II - TRANSLATION: THEORY" & PRACTICE (CORE)

(4 CREDITS)

#### Courseware

#### Objectives:

1. To familiarize the students with the origin and development of translation theories and techniques of translation, and,
2. To infuse the ability to translate literary and non-literary texts from English into an Indian Language and vice-versa
3. To help students understand & evaluate translation method by translating sampled passages from prose / drama and lines / stanza from poetical works.

#### UNIT – I

Definition. Theory and Principles

Types of Translations

Language and Culture,

Decoding and Recoding,

Problems of Equivalence,

Loss and Gain in Translation

Untranslatability.

#### UNIT – II

History of Translation Theory

Period Study y

The Romans

Early Theorists

The Renaissance

The 17<sup>th</sup> Century

The 18<sup>th</sup> Century, Romanticism

Post-Romanticism

The Victorians and the 20<sup>th</sup> Century.

#### UNIT – III

Problems of Literary Translations

Structures

Translating Poetry

Translating Prose.

## Translating Dramatic Texts

### UNIT – IV

The Bible Translations.

The Wycliffe Bible, the 2<sup>nd</sup> Wycliffe Bible, William Tyndale, 16<sup>th</sup> Century Translations. The Renaissance Bible Translators, Education and the Vernacular and the Modern and the Recent Translators.

### UNIT – V

Literary Translation

Non — Literary Translation

The Role of Translation in Classroom

Translation in Indian Context

Translation and Indian Poetics

### Recommended Reading:

1. Pratima Dave Shastri - Fundamental Aspects of Translation g New Delhi:PHI Learning Pvt Ltd,, 2012.
2. Clifford E.Landers — Literary Translation Chennai: Viva Books, 2010.

## SEMESTER — IV

### PAPER-III— RESEARCH METHODOLOGY (CORE)

(4 CREDITS)

### Courseware

### Objectives

1. To introduce the students to research style of writing
2. To enable them to learn the mechanics of writing
3. To teach them the format of a research paper and to make them learn ‘documentation’ techniques for project preparation,

### UNIT – I

Definition and Meaning of Research

Kinds of Research

Preparing Research Proposal

Mechanics of Research



## **UNIT – II**

Format of Research Paper  
Preparing Articles for Journals  
Use of Quotations

## **UNIT – III**

Viable Sources for Research Areas  
Research and Researcher  
Essential Qualities of a Good Researcher  
Research in Language and Literature

## **UNIT – IV**

C Citing sources, abbreviations & other systems of documentation  
Organizing the thesis V— computing  
Proof reading  
Bibliography  
Select Bibliography / Works Cited

## **UNIT – V**

Plagiarism & its Consequences  
Mechanics of Writing  
Using the Library / Digital Library  
Internet -- Preparing a working bibliography  
Chapter Division and its Importance  
Organisation of Materials  
Style and Technique

### **Recommended Reading:**

MLA Handbook for Writers of Research Papers, New Delhi: East-West Press Pvt Ltd, 2009

**SEMESTER — IV**

**Paper-IV - PROJECT**

**(4 Credits)**

**Note:**

**Topics will be allotted to suit the needs of the students through option of chosen areas by the IV Semester students in consultation with course teacher / supervisors concerned.**

**SEMESTER — IV**

**PAPER -V-INTRODUCTION TO MODERN DRAMA- (ELECTIVE)**

**(4 CREDITS)**

**Courseware**

**Objectives:**

1. To introduce the students to the significant Dramatic Movements & Major dramatists of the 20th century.
2. To make the students understand the dramatical achievements of modern dramatists,
3. To help the students to study and evaluate the dramatical techniques and devices used by modern dramatist

**UNIT – I**

Shaw — St. Joan

**UNIT – II**

Ibsen — Doll's House

**UNIT – III**

Pinter — Caretaker

**UNIT – IV**

Synge — Play boy of the Western World

**UNIT – V**

Beckett - Waiting for Godot

## **Recommended Reading**

1. T. Boggard and W.I. Oliver. Modern Drama: Essays in Criticism, New York, 1965.
2. Bruistein. The Theatre of Revolt, Boston, 1962
3. B.H. Clark, European Theories of Drama, Cint :imlatti, 1918.

**(OR)**

## **SEMESTER — IV**

### **Paper-V- MODERN FICTION (Elective)**

#### **Courseware**

#### **Objectives:**

To expose the students to the writings of selected British novels, and

To familiarize the students with the salient features of novels as exemplified in the prescribed novels.

To help the students understand the fictional technique and forte of modern novelists.

#### **UNIT – I**

Henry James : The Future of Novel  
D.H.Lawrence : Why the Novel Matters?

#### **UNIT – II**

Virginia Woolf : The Modem Fiction  
Michail Bakthin : Discourse in the Novel

#### **UNIT – III**

Thomas Hardy : Far from the Madding Crowd  
Jane Austen : Pride and Prejudice

#### **UNIT – IV**

Chinua Achebe : No Longer at Ease  
Toni Morrison : Beloved

## **UNIT – V**

Thomas Pynchon : The Crying of Lot 49  
Aldous Huxley : A Brave New World

## **SEMESTER — IV**

**(SSS COURSE)**

### **ENGLISH FOR EFFECTIVE ORAL COMMUNICATION-LEVEL-II**

**(3 CREDITS)**

## **UNIT – I**

Strategy for Effective Communication  
Types of Communication Networks  
Use of the Seven C's of Communication  
Communicating in a Team  
Body Language — Introduction to Psychology

## **UNIT – II**

Problem-Solving: An Introduction  
Problem-Solving Procedure  
Skills Required for Problem-Solving  
Problem-Solving in Groups  
Team Building — Conflict Resolution

## **UNIT – III**

Presentation Skills-Seminar & Workshop  
Making Lively Presentation  
Delivering the Presentation Effectively  
Effective use of Power Point Presentation  
Stress Management — Emotional Intelligence  
Trust — Friendship - Leadership

## **UNIT – IV**

Ensuring and Enriching One's Vocabulary  
Vocabulary Enrichment

Synonyms and Antonyms  
Polysemy and Homonyms  
Resolving Interpersonal Conflicts - Negotiating

## **UNIT – V**

Use of Idioms for Effective communication  
Use of Phrasal Verbs  
Use of One-Word Substitute  
Use of Proverbial Saying for Effective Oral Communication  
Self — Esteem Theories  
Mental Health — Strength & Weakness  
Personality Development & Holistic Personality

### **Recommended Reading**

1. Ravindranathan S., English for Effective Oral Communication , Chennai: Emerald Publishers,2011.
2. Sen, Leena. Communication Skills, Delhi: PHI Learning Ltd, 2014
3. Kavitha.S Engli\_sh Employability Chennai : New Century Book House,2011.

### **The pattern of Question paper will be as follows:**

Time: 3hrs Max. Marks: 75

#### **Section A** (10x1=10 marks)

- i. Question No. 1 to 10 (Multiple choices)
- ii. Two questions from each unit.
- iii. Four Choices in each question.
- iv. No 'none of these' choice

#### **Section B** (5x7= 35 marks)

There will be TWO questions from each unit with internal choice.

Answer the questions from 11 to 15 choosing either (a) or (b).

11(a) or 11 (b)

12 (a) or 12 (b)

13 (a) or 13 (b)

14 (a) or 14 (b)  
15 (a) or 15 (b)

Answers should not exceed two pages.

**Section C (3x10=30 marks)**

Answer any THREE questions out of the five questions in the section:

Questions 16-20.

There will be one question from each Unit.

Answers should not exceed four pages.

The pattern for internal valuation is as follows:

Total number of marks: 25. p

1. 15 marks - Tests (3 Tests to be conducted as Internals)  
(Best Two out of Three will be taken for calculation of marks for Average)

**5 marks- Assignment**

Minimum: 2 assignments

Take the average out of the 2 assignment-marks

**2. 5 marks- Group discussion/ Seminar/ Quiz**

<b>Internal – Tests</b>	<b>: 15</b>
<b>Assignment</b>	<b>: 5</b>
<b>Seminar /Quiz</b>	<b>: 5</b>
<b>Total</b>	<b>: 25 Marks</b>
<b>External — Exams</b>	<b>: 75</b>
<b>Total</b>	<b>: 100 Marks</b>